

INDIVIDUALIZED EDUCATION PROGRAM

PAGE 1

NAME Lee L. Moore OF 20

PARENTS Georgia Moore get 1

DISTRICT OF RESIDENCE 77

6

BIRTHDATE 10/19/74 AGE 8 DATE Oct 17, 1982
ADDRESS 1280 Mendenhall Ct CITY Q PHONE 45231
COUNTY Kentucky BUILDING Gratiai Project

EVALUATIONS COMPLETED /
INFORMATION GATHERED

File : Course Choice Evaluation for Children

1) Intelligence, 2) Academic Performance, 3) Social/Emotional Status, 4) Adaptive Behavior, 5) Learning Modality, 6) Communicative Status, 7) Other.

see attached ~~copy~~ is best
memorandum, James,

1:00 cv-00023-SJD-M
sentences: audible and irregular
which show increasing. And the
tone for duration of 8 seconds.
and speaking mechanism -
varied in size and function
of the articulators. The articulators -
tongue, lips, teeth, mouth, etc.

Case

III. ANNUAL GOALS	SHORT TERM INSTRUCTIONAL OBJECTIVES	EVALUATION PROCEDURES & CRITERIA
<p>1. Encourage general practicality, decision making, problem solving, and independence.</p> <p>2. Encourage the right problem solving methods.</p> <p>3. Encourage problem solving by trial and error.</p> <p>4. Encourage problem solving by trial and error.</p> <p>5. Encourage problem solving by trial and error.</p> <p>6. Encourage problem solving by trial and error.</p> <p>7. Encourage problem solving by trial and error.</p> <p>8. Encourage problem solving by trial and error.</p> <p>9. Encourage problem solving by trial and error.</p> <p>10. Encourage problem solving by trial and error.</p>	<p>1. The student will make informed and intelligent decisions in problem solving.</p> <p>2. The student will make informed and intelligent problem solving decisions.</p> <p>3. The student will make informed and intelligent problem solving decisions.</p> <p>4. The student will make informed and intelligent problem solving decisions.</p> <p>5. The student will make informed and intelligent problem solving decisions.</p> <p>6. The student will make informed and intelligent problem solving decisions.</p> <p>7. The student will make informed and intelligent problem solving decisions.</p> <p>8. The student will make informed and intelligent problem solving decisions.</p> <p>9. The student will make informed and intelligent problem solving decisions.</p> <p>10. The student will make informed and intelligent problem solving decisions.</p>	<p>Written and Oral</p>

Filed 08/08/2005

009075

IV. Program Option	Check Needs	Date to be Initiated	Anticipated Duration	Special Program	Related and Supportive Services	Date Services to be initiated	Anticipated Duration
Regular Education	X				Speech & Language Therapy	Aug. 19, 2003	2 weeks/16 hours
Supplemental Services					Occupational Therapy		
Individual/Small Group Instruction					Physical Therapy		
Special Class/ Learning Center					Attendant Service		
Home Instruction					Transportation		
Residential					Orientation & Mobility		
Other					Counseling		
V. Needs Which Necessitate Placement in a Separate Educational Facility:					Vocational Assessment		
					Work-Study		
					Adaptive Physical Ed.		
					Other		

Document 120-85

Case #000-cv-00023-6JD-MRM

County BrazoriaBuilding Cultural CenterExtent of Participation in Regular or Vocational Educational Program: Full

VI. CRITERIA AND SCHEDULES FOR PERIODIC/ANNUAL REVIEW

Annual review parental or teacher request

VII. ADDITIONAL SERVICES NEEDED FOR IMPLEMENTATION OF PROGRAM THAT WILL BE PROVIDED BY PARENTS AND/OR OUTSIDE PROFESSIONAL AGENCIES

Case #000-cv-00023-6JD-MRM

400 Conference Participants:

NAME: Chairperson TITLE: I have reviewed the above educational program and accept ✓ DO NOT ACCEPT the recommendation of the Committee. I also waive my right to certified mail.NAME: ME TITLE: PrincipalNAME: Mr. Mccall TITLE: ParentDate 7-5-03 Parent Lee Mccall

EVALUATION OF COMMUNICATION PERFORMANCE

Student Lee Moore Teacher Miss Rudolph Gr. 3 Room _____

As a result of a speech and hearing evaluation, the following speech & language disorders were observed:

Language impairment: A significant deviation in expressive or receptive oral language in the specific areas of morphology (sounds), syntax (grammar), and/or vocabulary.

Articulation impairment: The consistent misarticulation of one or more phonemes. The results of a norm referenced (standardized) prognostic evaluation instrument must be considered for a child below eight years of age prior to determining eligibility for services.

Fluency impairment: Reduced intelligibility and rate because of a high disfluency ratio and/or struggle or avoidance and fear of speaking situations.

Voice impairment: Exhibits difficulties in the areas of pitch, quality, and/or loudness not appropriate to the student's age or sex.

Hearing impairment: Has a measurable hearing loss, the type and/or degree of which is adversely affecting the child's communication skills as determined by an audiologist's evaluation.

Instructions to the Teacher: Your observation, which is part of a multi-factored assessment procedure, is in accordance with the guidelines for current program standards for special education units for speech, language, and hearing services in the state of Ohio (#3301-51-08 B.. 4. C.). Please complete the following with a "yes" or "no".

no The child avoids speaking situations.

no Other children in the class seem to react negatively toward the child because of his/her speech.

no The child's social maturity and interaction is inappropriate for age and grade level.

no The child has difficulty participating in classroom discussions involving two or more persons.

no The child has difficulty hearing and understanding directions, conversation, and material presented during class most of the time.

no The child has difficulty understanding material presented via audio-visual equipment.

no The child has difficulty listening and discriminating likenesses and differences in speech sounds.

no The child uses incomplete sentences and language inappropriate for grade level.

no Vocabulary development and comprehension is inappropriate for grade level.

no The child has difficulty understanding concepts such as space, quantity and time appropriate for age level.

no The child's speech ability is reduced when the child is placed in a stressful situation.

no The child communicates with gesture in lieu of speaking.

no The child has difficulty demonstrating reasoning ability and knowledge of cause-effect relationships appropriate to age level.

no The child's verbal intelligibility is reduced hampering his/her ability to communicate information.

no The child has difficulty correctly producing sounds.

no The child has difficulty blending sounds together to form words.

no The child's vocal quality detracts from the message he/she is trying to communicate.

The following professionals are in agreement that this child is adversely affected due to the presenting communication disorder when compared to his/her peers.

Signed: Miss Rudolph
Teacher

Date October 20, 1982

Susan C. Haas
Speech-Language Pathologist

Date Nov 13, 1982

Ronald N. Mellish
School Representative

Date Jan 5, 1983

Please return to the speech-language pathologist as soon as possible. Thank you for your cooperation.

December 1, 1982

Name: Lee Moore
Age: 8
B.D.: 10/19/74

D.O.B.: 10/15/62
Clinician: Diane Games

Reason for Referral: Miss Rudolph referred Lee for an evaluation due to consistent hoarse vocal quality noted in classroom activities. She noted that the voice became worse during the day and that the hoarseness did not appear to be connected with allergies or a cold.

Vocal Description: During an evaluation the following observations:

- severe, hoarse vocal quality which worsens at the end of the day or following prolonged phonation,
- pitch range limited to 13 notes with habitual pitch at the bottom of range. Pitch varies little during conversational tasks and pitch breaks were noted,
- soft presentation of voice was noted with periods of audible, irregular breathing.
- Lee could sustain a sound for 8 seconds.

History: Lee's voice problem has been evident for several years. There is no history of allergies or illness.

Recommendations:

- Evaluation by an ear, nose and throat specialist to determine if a physical problem is causing the hoarse quality.
- Vocal therapy to reduce the hoarse quality.

Diane Games M.A.
Speech-Language Pathologist

009077

AUXILIARY SERVICES
E.N.T. SPEECH CLINIC
LARYNGEAL REFERRAL

SCHOOL Central BaptistPUBLIC SCHOOL DISTRICT Finneytown School District
OF ATTENDANCE 51779 Cincinnati Rd
ADDRESS FOR BILLING Cincinnati, Ohio 45231NAME Moore Lee L.
(Last Middle First)PARENT/GUARDIAN Georgia MooreADDRESS 1280 MeadithPHONE 522-1092 D.O.B. 10/19/74Cincinnati, OH 45231REFERRING (THERAPIST/NURSE) Diane C. HamerDATE Nov. 11, 1982KNOWN MEDICAL HISTORY Hoarse vocal quality had been present for several years. No known history of illnesses or allergies and is not on medication.

Evaluations Completed

Circle OneProblems Noted

Articulation

 Passed / Failed

Language

 Passed / Failed

Voice

Passed / FailedHoarse vocal quality

Dysfluency

Passed / Failed

Hearing

Passed / Failed

EXAMINING LARYNGOLOGIST J.P. H. H. DATE OF EXAM. 1-2-83NOSE: Is there obstruction in the nasal passages? _____
If so, please explain. _____
Is there sinus infection or nasal allergy? _____PHARYNX: Is there any asymmetry of muscle contraction? _____
Are there any growths or other abnormalities? _____

LARYNX: Examination by indirect laryngoscopy _____

*General size of larynx:

Normal _____

Larger than normal _____

Smaller than normal _____

*Function of cords (on phonation)

Symmetrical _____

Bowling _____

Deviation from midline _____

*Approximation:

Complete _____

Partial _____

*Attack:

Normal _____

Hard _____

Incomplete _____

*Appearance of Vocal Folds:

Thickened _____

Edematous _____

Inflamed _____

Infected _____

Malformed _____

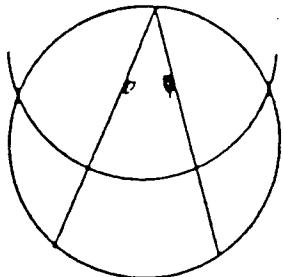
Scars _____

Growths _____

009078

Presence of Vocal Pathology: Please indicate location on diagram.

Nodules _____ Polyps _____ Ulcer _____
 Other _____ None _____



Epiglottis

Size:

Anterior 1/3

Appearance:

Medium 1/3

Hard

Posterior 1/3

Soft

Other

Arytenoid Process

Does this patient have allergies, hypothyroidism, anemia, or any other chronic condition which might contribute to the abnormal voice quality _____

Has this patient's misuse of voice contributed to abnormal structure or function? _____

Do your findings explain the abnormal voice quality? _____

In your opinion, it is possible that a continuation of present voice use may contribute toward future or increased disorders of the mechanism? _____

RECOMMENDATIONS:

Do you recommend any of the following: Silence _____ Duration _____ Limited use of voice _____ Duration _____ Training by a speech clinician to help patient establish easy, efficient use of the vocal mechanism _____

Other recommendations _____

Babat Nase two months (L) & R

Plaster for right 14

Please return to:

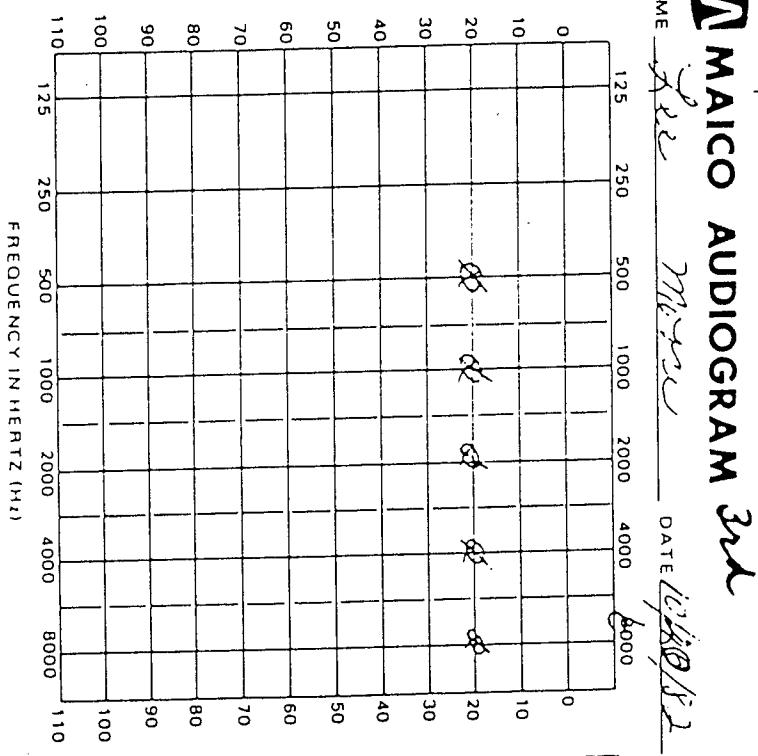
Diane James
Certified Baptist Schools
7645 Winter Road
Cincinnati, Ohio 45224

Cotton

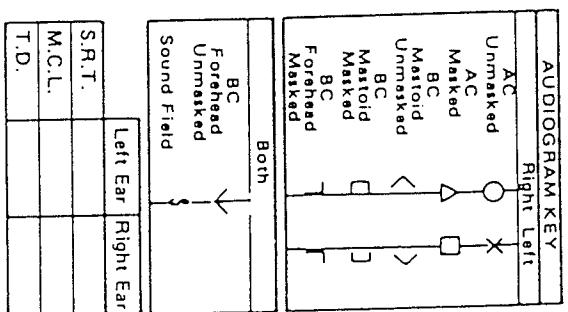
Physician's Signature

Date Dec 10/81

INCLUDE IN THIS SECTION A SUMMARY OF ALL ABNORMAL FINDINGS, ACTIONS TAKEN SUGGESTED FOLLOW-UP AND RECOMMENDATIONS FOR ADJUSTMENT IN SCHOOL PROGRAM



By G. C. Muller, M.D.



B. Gschelle

Blomfield Co

SIGNATURE

609080

Birthdate 10-19-74

Home Address _____

Father's Name John

Business Phone _____

Mother's Name George

Business Phone _____

1) School Central District 2) School _____

3) School _____

4) School _____

09081

IMMUNIZATIONS

TYPE	Date	Date	Date	Date	Date
• DPT	1/12/21/74	1/2/23/74	2/24/75	4/24/76	6/2/79
Td					
• Polio Sabin(Tri)	1/2/23/74	2/24/75	4/23/75	4/24/76	4/2/79
• Measles	7/10/34/75				
• Rubella	7/10/34/75				
Mumps					
Other					

• Required by Compulsory Immunization Law, Section 3301.07 of
Ohio Revised CodeIndicate any conditions and/or diseases of the student the teacher
should know of _____**HEARING**

Date	Result	Date	Result
3/9/	OK	1/11/	OK
1/20/73	OK	5/16/	OK

<input checked="" type="checkbox"/>	Normal	<input type="checkbox"/>	Articulation Problem	<input type="checkbox"/>	Rhythm
<input type="checkbox"/>	Voice Disorder	<input type="checkbox"/>	Language Problem		
Other _____					
<input type="checkbox"/>	Maximum Improvement	<input type="checkbox"/>	Corrected		

VISION

Muscle Balance

Farsightedness

Color

10/81	2/84	10/81
2/84	2/84	2/84

Right	Left	Right	Left

SCHOOL HEALTH RECORD

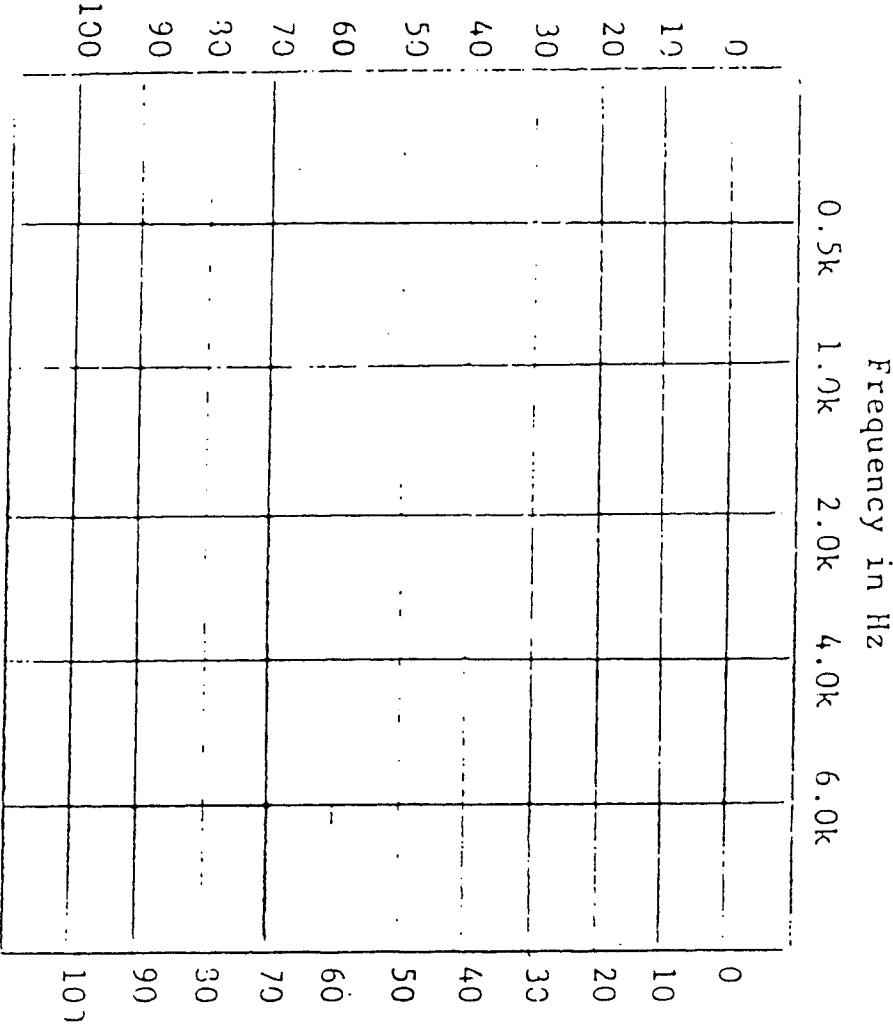
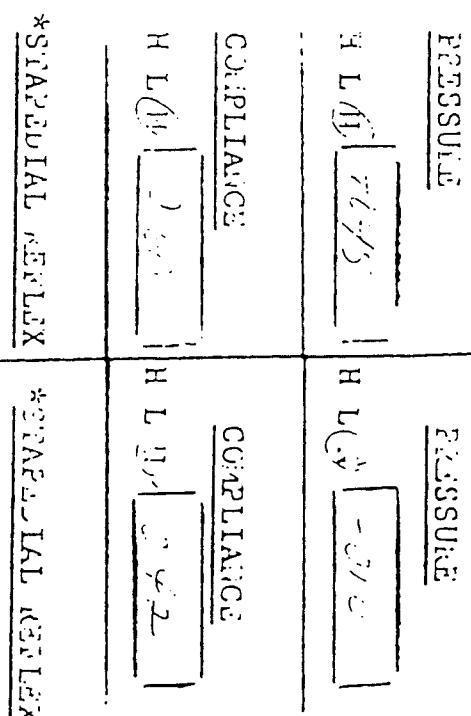
3613.13(Rev. 1974) Ohio Department of Health and

State Planning Committee for Health Education in Ohio

TUBERCULIN

Date	Type	Result	Date	Type	Result
6/2/79	1/11	OK			

NAME _____

LIPPIKACE RESULTS:PURE TONE RESULTS:RESULTS FOR LIGHT HAND RESULTS FOR LEFT MA.RESULTS:

MAKE: MACROMATIC

MODEL: MU-1

*STAPENIAL REFLEX conducted at 1.0 kHz at 105 dB

KEY:
 H = high N = normal P = present
 L = low A = absent

V. RECORD OF CURRENT AND/OR LAST PREVIOUS;
(Information from Preschool or School Health Records)

VI. PHYSICIAN'S REPORT OF HEALTH FINDINGS

Check one:

ENTIRELY WITHIN NORMAL LIMITS

ABNORMALITIES AS FOLLOWS:

TYPE	IMMUNIZATIONS		LAST PREVIOUS	
	BASIC	BOOSTER	BASIC	BOOSTER
	DATE COMPLETED	DATE RECEIVED	DATE COMPLETED	DATE RECEIVED
DIGITHERIA	11-22	11-26	11-26	11-26
PERTUSSIS	12-2	12-2	12-2	12-2
TUBER	12-2	12-2	12-2	12-2
MEASLES	12-2	12-2	12-2	12-2
OTHER				

TYPE	IMMUNIZATIONS		LAST PREVIOUS	
	BASIC	BOOSTER	BASIC	BOOSTER
	DATE COMPLETED	DATE RECEIVED	DATE COMPLETED	DATE RECEIVED
POX				
SALK				
SABIN I	2-3	2-1	26	26
SABIN II	2-1	2-5	26	26
SABIN III	2-3	2-5	26	26
SMALLPOX	12-2	12-2	12-2	12-2
MEASLES	12-2	12-2	12-2	12-2
OTHER				

SCREENING TESTS

TYPE	CURRENT		LAST PREVIOUS		
	DATE	NORMAL OR NEGATIVE	DEVIATION FROM NORMAL	DATE	NORMAL OR NEGATIVE
BERCULIN					
RECORD HEAD, TINE OR INTOUX FOR TEST TYPE)					
BEST X-RAY					
VISION ACUITY (RECORD WITH GLASSES IF USED INDICATE USE BY ASTERISK)	(RIGHT) (LEFT)				
HEARING					

RECOMMENDATIONS FOR ADJUSTMENT IN SCHOOL PROGRAM
INCLUDING PARTICIPATION IN PHYSICAL EDUCATION AND SPORTS
ACTIVITIES:

Case # 000-0023-SJD-MRM

John M. McPherson

DATE

SIGNATURE OF EXAMINING PHYSICIAN

009086

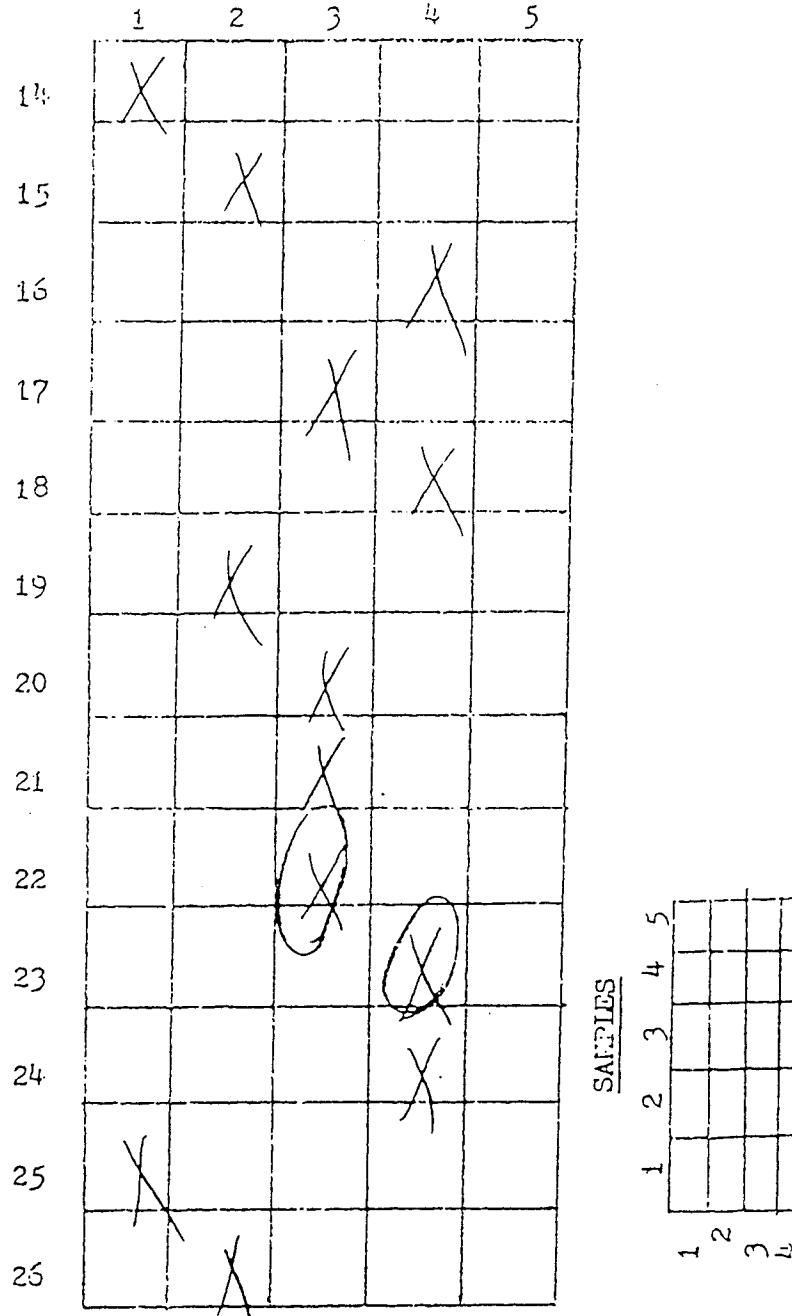
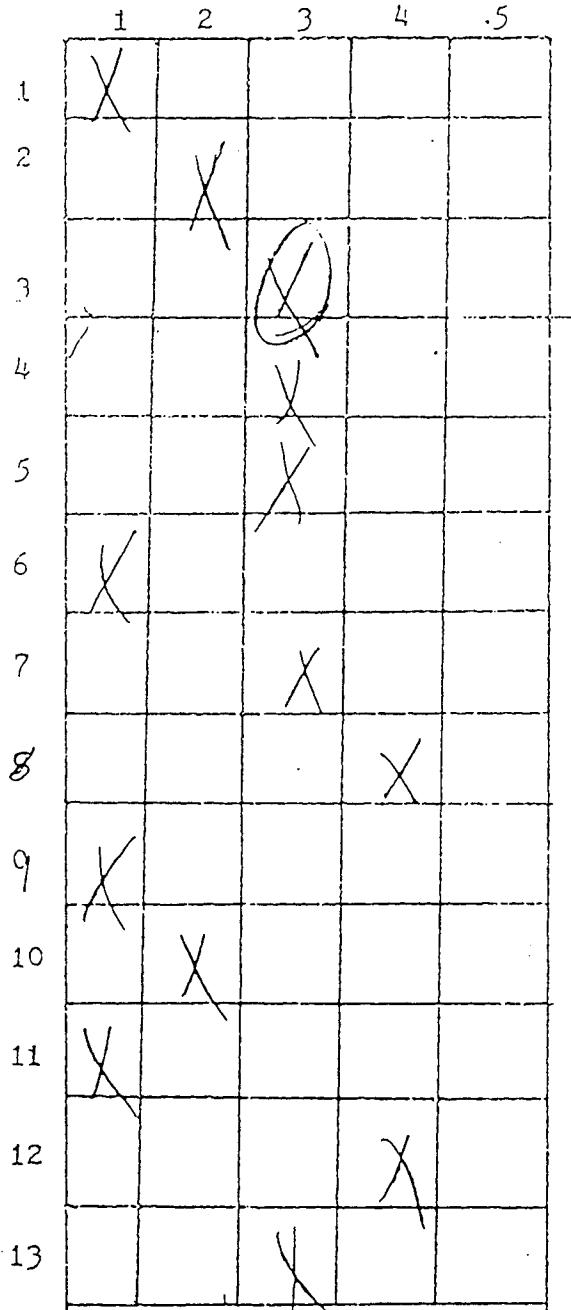
COLUMBIA MENTAL MATURITY SCALE

Individual Record Form

LEVEL A: Ages 3-6 through 3-11 • LEVEL B: Ages 4-0 through 4-5

Name Moore, Lee
Last First E Middle

Level: A B (Circle one)

Raw Score 39Date of Test 1979 8 17
Year Month DayAge Deviation Score 109Percentile Rank 71Stanine 6Maturity Index 50Date of Birth 74 10 19
Year Month DayChronological Age 4 9 17
Years Months Days

SAMPLES	
1	2
3	4
5	
1	2
3	4
5	
1	2
3	4
5	

009088

	1	2	3	4	5
27					
28		X			
29				X	
30		X			
31	X				
32					X
33	X				
34				X	
35		X			
36			X		
37	X				
38		X			
39				X	
40		X			
41			X		
42				X	
43		X			
44				X	
45			X		
46				X	
47		X			
48	X				
49				X	
50					
51					
52	X				
53					
54		X			
55			X		
56				X	
57			X		
58	X				
59			X		
60	X				
61					X
62				X	
63					X
64					X
65					
66					
67					

	1	2	3	4	5
68				X	
69	X			X	
70	X				
71			X		
72					X
73		X			
74			X		
75				X	
76	X				
77	X				
78				X	
79				X	
80				X	
81			X		
82				X	
83				X	
84					X
85					X
86			X		
87		X			
88			X	X	
89	X				
90			X	X	
91				X	
92					X
93					
94					
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96					
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100					
101					
102					
103					
104					
105					
106					
107					
108					

OBSERVATIONS OF TEST BEHAVIOR

Examiner

Metropolitan Achievement Tests
Survey Battery

Name Lee Moore Grade K
 Teacher Mrs. Betty Hensley Date of Testing 4/21-22 - 80
 School Central Baptist Elem City Cinti State Ohio

Score Summary Box

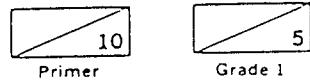
Test	Number Possible	Number Right	Scaled Score	Grade Equivalent	Percentile Rank	Stanine						Instructional Reading Level
Reading	37	26	476	1.5	90	1	2	3	4	5	6	7 ⑧ 9
Mathematics	35	33	492	2.7	96	1	2	3	4	5	6	7 8 ⑨
Language	25	20	375	1.2	84	1	2	3	4	5	6	⑦ 8 9
Basic Battery (R+M+L)	97	79	410	1.5	94	1	2	3	4	5	6	7 ⑧ 9

Percentile Ranks and Stanines based on tables for Fall Spring

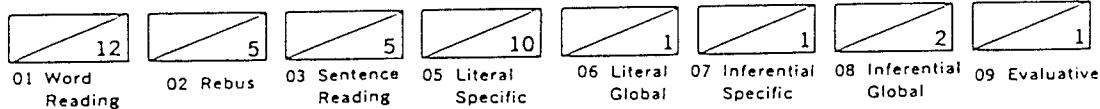
Cluster Analysis

READING

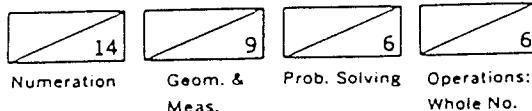
Performance by grade level of reading passages



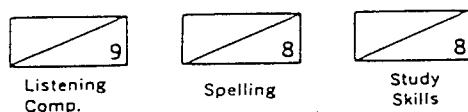
Performance by objective



MATHEMATICS



LANGUAGE



009090

Metropolitan Achievement Tests

Primary 1 Form JS

Basic Survey Battery

Lee Lee Lee Lee

Name	Lee Moore Jr	Grade	1
Teacher	Mrs. Moore	Date of Testing	4/15/11
School		City	Cincinnati
		State	OH

Score Summary Box

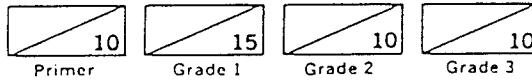
Test	Number Possible	Number Right	Scaled Score	Grade Equivalent	Percentile Rank	Stanine	Instructional Reading Level
Reading	55	40	577	2.2	77	1 2 3 4 5 6 7 8 9	(C-R)
Mathematics	40	21	401	1.7	42	1 2 3 4 5 6 7 8 9	
Language	40	30	45.8	2.1	70	1 2 3 4 5 6 7 8 9	
Basic Battery (R+M+L)	135	91	47.2	2.0	68	1 2 3 4 5 6 7 8 9	

Percentile Ranks and Stanines based on tables for Fall Spring

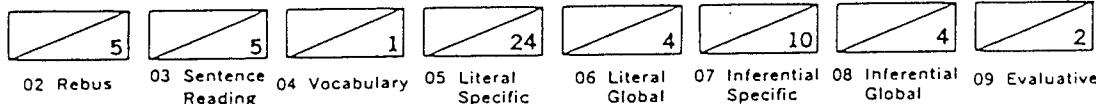
Cluster Analysis

READING

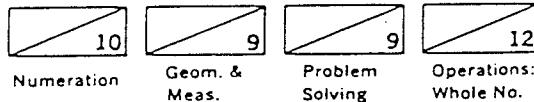
Performance by grade level of reading passages



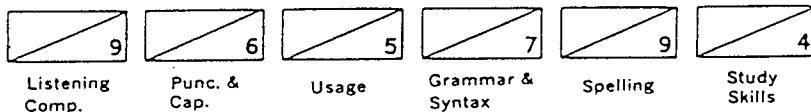
Performance by objective



MATHEMATICS



LANGUAGE



Metropolitan Achievement Tests

Complete Survey Battery

Name <u>Li, H. C.</u>	Grade <u>2nd</u>
Teacher <u>Mrs. S. M. L. L. L.</u>	Date of Testing <u>4/26/82</u>
School <u>C. C. I. B. P.</u>	City _____
State _____	

Score Summary Box										Instructional Reading Level
Test	Number Possible	Number Right	Scaled Score	Grade Equivalent Rank	Stanine					Instructional Reading Level
Reading	55	44	657	3.4	70	1	2	3	4 5 6	7 8 9
Mathematics	45	20	445	2.2	22	1	2	3	4 5 6	7 8 9
Language	55	48	609	4.3	84	1	2	3	4 5 6	7 8 9
Science	40	25	489	2.8	54	1	2	3	4 5 6	7 8 9
Social Studies	40	23	460	2.2	40	1	2	3	4 5 6	7 8 9
Basic Battery (R+M+L)	155	112	561	3.1	62	1	2	3	4 5 6	7 8 9
Complete Battery (Basic+S+SS)	235	160	520	2.9	58	1	2	3	4 5 6	7 8 9

Percentile Ranks and Stanines based on tables for

Fall Spring

Cluster Analysis										
READING										
Primer	5	5	5	5	5	5	5	5	5	5
Grade 1	10	10	10	10	10	10	10	10	10	10
Grade 2	15	15	15	15	15	15	15	15	15	15
Grade 3	10	10	10	10	10	10	10	10	10	10
Grade 4	10	10	10	10	10	10	10	10	10	10
Grade 5	5	5	5	5	5	5	5	5	5	5
MATHEMATICS										
04 Vocabulary	2	2	2	2	2	2	2	2	2	2
05 Literal	35	35	35	35	35	35	35	35	35	35
06 Specific	5	5	5	5	5	5	5	5	5	5
Operations: Whole No.	6	6	6	6	6	6	6	6	6	6
07 Inferential	6	6	6	6	6	6	6	6	6	6
08 Inferential	1	1	1	1	1	1	1	1	1	1
09 Evaluative	1	1	1	1	1	1	1	1	1	1
LANGUAGE										
Listening	5	5	5	5	5	5	5	5	5	5
Punc. & Cap.	10	10	10	10	10	10	10	10	10	10
Numeration	10	10	10	10	10	10	10	10	10	10
Geom. & Meas.	10	10	10	10	10	10	10	10	10	10
Problem Solving	15	15	15	15	15	15	15	15	15	15
Content Area	8	8	8	8	8	8	8	8	8	8
SCIENCE	9	9	9	9	9	9	9	9	9	9
Behavior	13	13	13	13	13	13	13	13	13	13
Physical	17	17	17	17	17	17	17	17	17	17
Earth & Space	10	10	10	10	10	10	10	10	10	10
Content Area	13	13	13	13	13	13	13	13	13	13
SOCIAL STUDIES										
Behavior	13	13	13	13	13	13	13	13	13	13
Content Area	9	9	9	9	9	9	9	9	9	9
I. Knowledge	12	12	12	12	12	12	12	12	12	12
II. Compre- hension	14	14	14	14	14	14	14	14	14	14
III. Inquiry Skills	11	11	11	11	11	11	11	11	11	11
IV. Critical Anal.	9	9	9	9	9	9	9	9	9	9
Content Area	6	6	6	6	6	6	6	6	6	6
Geography	15	15	15	15	15	15	15	15	15	15
Sociology	2	2	2	2	2	2	2	2	2	2
Economics	9	9	9	9	9	9	9	9	9	9
Political Science	4	4	4	4	4	4	4	4	4	4
History	4	4	4	4	4	4	4	4	4	4
Anthropology	5	5	5	5	5	5	5	5	5	5
Psychology	1	1	1	1	1	1	1	1	1	1

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